



## REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

Date:	Interviewer: Mohammed Cato	RFA #17 – 32
Name of Person(s) Requesting Assistance: [REDACTED]		
Contact Numbers (telephone, e-mail, etc.): [REDACTED]		
Status of Person(s) Interviewed (title, position, student status, etc.): student		
Requested Assistance Pertaining To (name, position, policy, project, etc.): Professor [REDACTED]		

To the best of your knowledge, please fill out the following:

Interviewee Status:      Male  Female  Administrator  Faculty  Staff  Student   
Concern Regarding:      Male  Female  Administrator  Faculty  Staff  Student

Category: (Please check at least one)

<input type="checkbox"/> Age	<input type="checkbox"/> Color	<input type="checkbox"/> Creed	<input checked="" type="checkbox"/> Disability
<input type="checkbox"/> Marital Status	<input type="checkbox"/> National Origin	<input type="checkbox"/> Race	<input type="checkbox"/> Religion
<input type="checkbox"/> Sex/Gender	<input type="checkbox"/> Sexual Harassment	<input type="checkbox"/> Sexual Orientation	<input type="checkbox"/> Employment
<input type="checkbox"/> Gender Identity or Expression			

<input type="checkbox"/> Veteran Status	<input type="checkbox"/> Retaliation
<input type="checkbox"/> Genetic Information	

Time Line		
Date	Item	Comments
2-21-17	MC meets with [REDACTED]	[REDACTED] says that her professor, [REDACTED] has grabbed her arm and has been hostile (kicking her out of class for unspecified reasons, yelling at her and being rude in front of other students) towards her since she has been in her [REDACTED] class. [REDACTED] believes that [REDACTED] has treated her differently based on her disability.. MC explains the Discrimination Complaint Procedure to [REDACTED] including differences between the informal and formal process. MC also discusses the Office's limits on confidentiality (including the Public Records Act) and the prohibition against retaliation, as well as resources and reporting options. MC asks [REDACTED] why she believes that [REDACTED] is treating her differently based upon her disability but [REDACTED] isn't able to articulate a reason. [REDACTED] says that she will give MC a write up of her experiences with [REDACTED] the next day.
2-22-17	[REDACTED], dept. chair, emails LK.	[REDACTED] contacts LK for advice on how to proceed with [REDACTED], a student who reported that [REDACTED] has seized her by the arm and has had verbal altercations with her since being in [REDACTED] class. LK informs [REDACTED] that MC will follow up with [REDACTED].

2-22-17	MC calls [REDACTED] and informs her that he is working with [REDACTED]	
2-22-17	[REDACTED] emails MC	[REDACTED] apologizes for not submitting the write up and says that she will give it to MC shortly.
2-27-17	[REDACTED] emails MC	[REDACTED] says that she is meeting with [REDACTED] and her DRS counselor, Kim, to discuss her interactions with [REDACTED]. [REDACTED] is confused that [REDACTED] has suggested that [REDACTED] not attend class if she doesn't feel safe. MC offers to meet with [REDACTED] today to clear up any confusion and to provide further clarification.
2-27-17	MC meets with [REDACTED]	MC lets [REDACTED] know that offices are working together to ensure that her concerns are addressed. MC reiterates that if [REDACTED] doesn't feel safe then she should not attend the class and that [REDACTED] agrees with this. Because it doesn't appear that [REDACTED] alleged behavior is based upon a legally protected characteristic or [REDACTED] disability, then faculty should take the lead in handling the concern because it involves [REDACTED] professional conduct. MC also lets [REDACTED] know that this doesn't close the door to EOO looking into this matter if it is discovered in the discussion that [REDACTED] behavior was guided by a discriminatory motive or if there is reason to believe that [REDACTED] was treating [REDACTED] unfairly based on a legally protected characteristic. [REDACTED] says that she is pursuing an academic grievance and will attend the meeting and keep MC posted if she has any concerns.
3-7-17	[REDACTED] emails MC	[REDACTED] gives MC an update and indicates that she has been in several meetings with [REDACTED] and Kim [REDACTED] (DRS counselor).
3-13-17 to 3-17-17	[REDACTED] agrees to participate in an independent study with [REDACTED].	[REDACTED] lets [REDACTED] know that she can proceed with an academic grievance against [REDACTED] but also provides [REDACTED] with the option of withdrawing from [REDACTED] class and taking an independent study with her. [REDACTED] decides to drop her grievance complaint and take an independent study with [REDACTED]